

SUMMATIVE ASSESSMENT SCORING GUIDE

SECTION I

ASSESSMENT ITEMS	SCORING								
<p>Read Robert Frost’s poem “The Road Not Taken”. Then complete items 1 through 3.</p> <p>1. From whose point of view is this poem written? Describe the speaker, using details and/or examples from the poem to support your answer.</p>	<p>Depth of Knowledge:</p> <table> <tr> <th>Score</th><th>Criterion</th></tr> <tr> <td>2</td><td> <p>The response correctly identifies the speaker AND includes a description of the speaker with two details/examples from the poem to support the answer.</p> <p><i>Speaker:</i></p> <ul style="list-style-type: none"> first-person narrator, or the poet, or a person who needs to make a choice <p><i>Description details/examples:</i></p> <ul style="list-style-type: none"> a logical thinker = “I could not travel both” means the speaker had to make a choice between two roads that were “really about the same” a risk-taker = the poem says the speaker “looked down one” road but “took the other” because it was “the one less traveled by” decisive = the choice made by the speaker “made all the difference” so he didn’t regret it even if he “doubted I should ever come back” to be able to go down the other road a careful thinker = “long I stood” examining the choices, taking time to look “down one as far as I could” before taking the other road </td></tr> <tr> <td>1</td><td>Incomplete/incorrect explanation AND/OR only one detail/example</td></tr> <tr> <td>0</td><td>Other</td></tr> </table>	Score	Criterion	2	<p>The response correctly identifies the speaker AND includes a description of the speaker with two details/examples from the poem to support the answer.</p> <p><i>Speaker:</i></p> <ul style="list-style-type: none"> first-person narrator, or the poet, or a person who needs to make a choice <p><i>Description details/examples:</i></p> <ul style="list-style-type: none"> a logical thinker = “I could not travel both” means the speaker had to make a choice between two roads that were “really about the same” a risk-taker = the poem says the speaker “looked down one” road but “took the other” because it was “the one less traveled by” decisive = the choice made by the speaker “made all the difference” so he didn’t regret it even if he “doubted I should ever come back” to be able to go down the other road a careful thinker = “long I stood” examining the choices, taking time to look “down one as far as I could” before taking the other road 	1	Incomplete/incorrect explanation AND/OR only one detail/example	0	Other
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<p>2. What is the challenge the speaker of the poem faces? Provide details and/or examples from the poem to support your answer.</p>	<p>Depth of Knowledge:</p> <table> <tr> <th>Score</th><th>Criterion</th></tr> <tr> <td>2</td><td> <p>The response includes a complete explanation of the choice AND includes one detail/example from the poem to support the answer.</p> <p><i>Challenge:</i></p> <ul style="list-style-type: none"> the speaker had to make an important life decision that would lead in two very different directions an important choice <p><i>Details/examples:</i></p> <ul style="list-style-type: none"> “I could not travel both” “I doubted if I should ever come back” “I took the one less traveled by” “that has made all the difference” </td></tr> <tr> <td>1</td><td>Incomplete/incorrect explanation AND/OR only one detail/example</td></tr> <tr> <td>0</td><td>Other</td></tr> </table>	Score	Criterion	2	<p>The response includes a complete explanation of the choice AND includes one detail/example from the poem to support the answer.</p> <p><i>Challenge:</i></p> <ul style="list-style-type: none"> the speaker had to make an important life decision that would lead in two very different directions an important choice <p><i>Details/examples:</i></p> <ul style="list-style-type: none"> “I could not travel both” “I doubted if I should ever come back” “I took the one less traveled by” “that has made all the difference” 	1	Incomplete/incorrect explanation AND/OR only one detail/example	0	Other
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<p>3. Based on what you know about the speaker in “The Road Not Taken”, check one of the boxes below to indicate which you think the speaker would choose.</p> <p>Explain your choice in the space below. Provide details and/or examples from the poem to support your answer.</p> <div><input type="checkbox"/> a surprise present in a wrapped box</div> <div><input type="checkbox"/> a glass jar full of money</div>	<p>Depth of Knowledge:</p> <table><tr><th>Score</th><th>Criterion</th></tr><tr><td>2</td><td>The response includes a complete explanation of the choice AND includes one detail/example from the poem to support the answer. <i>a surprise present wrapped in a box</i><ul style="list-style-type: none">the speaker would choose this – he did not know where the road “less traveled by” would lead, just as he does not know the content of the surprise present<i>a glass jar full of money</i><ul style="list-style-type: none">the speaker would choose this – he would like the adventure of not knowing what he might buy, instead of having just one choice, like the present</td></tr><tr><td>1</td><td>EITHER incomplete/inaccurate explanation OR NO detail/example</td></tr><tr><td>0</td><td>Other</td></tr></table>	Score	Criterion	2	The response includes a complete explanation of the choice AND includes one detail/example from the poem to support the answer. <i>a surprise present wrapped in a box</i> <ul style="list-style-type: none">the speaker would choose this – he did not know where the road “less traveled by” would lead, just as he does not know the content of the surprise present <i>a glass jar full of money</i> <ul style="list-style-type: none">the speaker would choose this – he would like the adventure of not knowing what he might buy, instead of having just one choice, like the present	1	EITHER incomplete/inaccurate explanation OR NO detail/example	0	Other		
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<p>Read “Writer Hero: Laura Ingalls Wilder” by Susannah Abbey. Then, complete items 4 and 5.</p> <p>4. The author describes Laura Ingalls Wilder as “smart” and “skillful”. Complete the chart to show how each of the qualities listed are presented in Laura Ingalls Wilder’s biography. Provide details and/or examples from the selection to support your answer.</p> <table><tr><th>QUALITY</th><th>LAURA INGALLS WILDER’S LIFE</th></tr><tr><td>smart</td><td></td></tr><tr><td>skillful</td><td></td></tr></table>	QUALITY	LAURA INGALLS WILDER’S LIFE	smart		skillful		<p>Depth of Knowledge:</p> <table><tr><th>Score</th><th>Criterion</th></tr><tr><td>2</td><td>The response includes one accurate detail/example for EACH quality <i>Smart and skillful – responses may be used for either attribute</i></td></tr></table>	Score	Criterion	2	The response includes one accurate detail/example for EACH quality <i>Smart and skillful – responses may be used for either attribute</i>
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<p>5. The author states that Laura Ingalls Wilder faced many difficulties in her life. Choose one problem that Wilder faced. Then, complete the following chart to show how Wilder solved that problem. Explain how this was an effective solution. Provide details and/or examples from the selection to support your answer.</p> <table border="1"> <tr> <th>PROBLEM</th><th>SOLUTION</th></tr> <tr> <td></td><td></td></tr> <tr> <td colspan="2">HOW THIS WAS AN EFFECTIVE SOLUTION</td></tr> <tr> <td colspan="2"></td></tr> </table>	PROBLEM	SOLUTION			HOW THIS WAS AN EFFECTIVE SOLUTION				<p>Depth of Knowledge:</p> <table> <tr> <th>Score</th><th>Criterion</th></tr> <tr> <td>2</td><td> <p>The response accurately identifies a problem and solution AND provides a complete, accurate evaluation of the effectiveness of the solution with two details/examples to support the answer.</p> <ul style="list-style-type: none"> PROBLEM – blind sister; SOLUTION – teach school; EFFECTIVENESS – she was able to send her sister to a special school for the blind PROBLEM – needed money; SOLUTION – got a job making buttonholes; EFFECTIVENESS – she got a raise and paid for her family’s move to Missouri PROBLEM – endured a hard life homesteading; SOLUTION – found joy in everyday life; EFFECTIVENESS – at age 63, she used those memories to write <i>Little House in the Big Woods</i> and go on to become a famous author </td></tr> <tr> <td>1</td><td>Incomplete/inaccurate explanation AND/OR only one detail/example</td></tr> <tr> <td>0</td><td>Other</td></tr> </table>	Score	Criterion	2	<p>The response accurately identifies a problem and solution AND provides a complete, accurate evaluation of the effectiveness of the solution with two details/examples to support the answer.</p> <ul style="list-style-type: none"> PROBLEM – blind sister; SOLUTION – teach school; EFFECTIVENESS – she was able to send her sister to a special school for the blind PROBLEM – needed money; SOLUTION – got a job making buttonholes; EFFECTIVENESS – she got a raise and paid for her family’s move to Missouri PROBLEM – endured a hard life homesteading; SOLUTION – found joy in everyday life; EFFECTIVENESS – at age 63, she used those memories to write <i>Little House in the Big Woods</i> and go on to become a famous author 	1	Incomplete/inaccurate explanation AND/OR only one detail/example	0	Other
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<p>Use information from “The Road Not Taken” and “Writer Hero: Laura Ingalls Wilder” to answer item 6.</p> <p>6. Susannah Abbey writes that Laura Ingalls Wilder is “not only someone we like, but someone who is like us.” Consider both Laura Ingalls Wilder and the speaker in <i>The Road Not Taken</i>. Check one of the boxes in EACH column to show your opinion. Explain your opinions. Provide details and/or examples from BOTH “The Road Not Taken” and “Writer Hero: Laura Ingalls Wilder” to support your answer.</p> <table> <tr> <th>“Writer Hero: Laura Ingalls Wilder”</th><th>“The Road Not Taken”</th></tr> <tr> <td> <input type="checkbox"/> I am like Laura Ingalls Wilder. </td><td> <input type="checkbox"/> I am like the speaker in the poem. </td></tr> <tr> <td> <input type="checkbox"/> I am not like Laura Ingalls Wilder. </td><td> <input type="checkbox"/> I am not like the speaker in the poem. </td></tr> </table>	“Writer Hero: Laura Ingalls Wilder”	“The Road Not Taken”	<input type="checkbox"/> I am like Laura Ingalls Wilder.	<input type="checkbox"/> I am like the speaker in the poem.	<input type="checkbox"/> I am not like Laura Ingalls Wilder.	<input type="checkbox"/> I am not like the speaker in the poem.	<p>Depth of Knowledge: Application</p> <table> <tr> <th>Score</th><th>Criterion</th></tr> <tr> <td>2</td><td> <ul style="list-style-type: none"> The response clearly indicates and explains the student’s choices and relates personal similarities/differences to Laura Ingalls Wilder and the speaker in the poem AND provides details/examples from BOTH texts to support the answer. </td></tr> <tr> <td>1</td><td>Incomplete/inaccurate explanation AND/OR only one detail/example</td></tr> <tr> <td>0</td><td>Other</td></tr> </table>	Score	Criterion	2	<ul style="list-style-type: none"> The response clearly indicates and explains the student’s choices and relates personal similarities/differences to Laura Ingalls Wilder and the speaker in the poem AND provides details/examples from BOTH texts to support the answer. 	1	Incomplete/inaccurate explanation AND/OR only one detail/example	0	Other		
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SUMMATIVE ASSESSMENT

SECTION II

You have been hired by the Acme Advertising Agency to create a poster depicting a person who, though challenged by tough decisions, made successful choices. Before you can begin your poster, the company wants you to write a paragraph convincing them your person should be honored as the choice for this poster. Give three reasons for your choice. Describe how the person used effective problem-solving processes. Explain why society today would approve of how this person faced the challenges.

Before you write, create a graphic organizer to assemble your ideas. Use the ideas from your organizer to write a first draft. Use the checklist to revise your first draft. Make any changes you feel are needed to make your paper more clear to readers. Use a dictionary when proofreading your draft. Write a final draft of your paragraph.

Your paragraph will be evaluated using the Grade 7 Writing Scoring Guide.

Checklist

Be sure your paragraph

- | | |
|---|---|
| ✓ contains an introductory sentence that clearly states the thesis and gives the overall purpose. | |
| ✓ contains at least three supporting sentences that use relevant details to support the thesis. | |
| ✓ contains a concluding sentence. | ✓ contains a controlling idea. |
| ✓ progresses in a logical order. | ✓ uses effective cohesive devices. |
| ✓ stays on topic and does not digress. | ✓ uses precise and vivid language. |
| ✓ contains sentences that are clear and varied in structure. | ✓ shows awareness of audience and purpose. |
| ✓ uses writing techniques (i.e., imagery, humor, point of view, voice). | ✓ contains few errors in writing mechanics. |

Grade 7 Writing Scoring Guide

4 Points

The paper:

- has an effective beginning, middle, and end.
- uses paragraphing appropriately.
- contains a strong controlling idea.
- progresses in a logical order.
- uses effective cohesive devices (such as transitions, repetition, pronouns, parallel structure) between and/or within paragraphs.
- clearly addresses the topic and provides specific and relevant details/examples.
- uses precise and vivid language.
- contains sentences that are clear and varied in structure.
- effectively uses writing techniques (such as imagery, humor, point of view, voice).
- clearly shows an awareness of audience and purpose.
- contains few errors in grammar/usage, punctuation, capitalization, and/or spelling.

2 Points

The paper:

- has evidence of a beginning, middle, and end.
- shows evidence of paragraphing.
- contains some sense of direction, but may lack focus.
- may not progress in a logical order.
- at times seems awkward and lacks cohesion.
- addresses the topic, but may contain some details that are not relevant.
- may use imprecise language.
- contains sentences that are generally clear, but lack variety in structure.
- may use writing techniques.
- shows some awareness of audience and purpose.
- contains errors in grammar/usage, punctuation, capitalization, and/or spelling that may be distracting to the reader.

3 Points

The paper:

- has a beginning, middle, and end.
- uses paragraphing.
- contains a controlling idea.
- generally progresses in a logical order.
- may use cohesive devices.
- addresses the topic and uses relevant details/examples.
- uses language that is usually precise.
- contains sentences that are clear and show some variety in structure.
- uses writing techniques.
- shows an awareness of audience and purpose.
- may contain errors in grammar/usage, punctuation, capitalization, and/or spelling that are not distracting to the reader.

1 Point

The paper:

- may lack evidence of a beginning, middle, and/or end.
- may lack evidence of paragraphing.
- is difficult to follow and lacks focus.
- does not progress in a logical order, and may digress to unrelated topics.
- is awkward and lacks cohesion.
- may address the topic, but lacks details.
- uses imprecise language.
- contains sentences that are unclear and lack variety in structure.
- does not use writing techniques.
- shows little or no awareness of audience or purpose.
- contains repeated errors in grammar/usage, punctuation, capitalization and/or spelling that are distracting to the reader.